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ABSTRACT

This guide to standards and measures for compliance with the Perkins Act was developed by and for 29 community colleges in Michigan in order to provide accountability for planning and program improvement. The Perkins Act requires recipients of Perkins funds to evaluate the effectiveness of programs based upon a statewide system of standards and measures. This document provides a timeline for each of the standards and measures activities for 1997-1999. Following an overview and background, listed are the major questions to be answered by the colleges and the specific criteria to measure program effectiveness. These questions address how effectively students in four populations (occupational students, special population students, single parents/displaced homemakers, and sex equity students) are achieving basic academic competencies, advanced academic competencies, occupational or work skills, and non-program competencies. Sixteen general guidelines are listed for the colleges to follow in applying the standards and measures, which are expected to continue to evolve to ensure that they achieve their intended purpose. Five required measures and seven optional measures are described in the areas of basic and advanced academic skills and occupational work skill attainment. The last section of this document contains instructions for completing the Perkins Standards and Measures spreadsheets. A glossary of definitions is also included. (JJL)

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ED 432 336

THE STATE SYSTEM OF STANDARDS AND MEASURES FOR MICHIGAN COMMUNITY COLLEGES

as Required by the
Carl D. Perkins Vocational and Technical Education Act of 1998

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PERKINS STANDARDS AND MEASURES

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PERKINS
STANDARDS AND MEASURES

TIMELINE

Perkins
Standards and Measures
TIMELINE

"If, beginning not less than one year after implementing the program evaluation...a recipient determines, through its annual evaluation, that it is not making substantial progress in meeting the standards and measures...the recipient shall develop a plan for program improvement for the succeeding school year....the plan must be developed in consultation with teachers, parents, and students concerned with or affected by the program, and must describe how the recipient will identify and modify projects, services, and activities receiving assistance under the programs...including a description of--

(1) Vocational education and career development strategies designed to achieve progress in improving the effectiveness of the recipient's projects, services, and activities receiving assistance....and

(2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations. " (Section 403.192)

Activity	**Time Period Covered / Due Date**
6th Data Collection Year	July 1, 1997 - June 30, 1998
Updated College Average	July 1, 1995 - June 30, 1996 and July 1, 1996 - June 30, 1997
Revised Local Improvement Plan (1999-2000) based on 1997-98 data and updated college average (1995-96 & 1996-97)	May 4, 1999

-Must address: Has the Success Rate for those programs targeted in your Local Improvement Plan based on 1997-98 data increased to the desired level after 1998-99 implementation?

PERKINS
STANDARDS AND MEASURES

INTRODUCTION AND OVERVIEW

PERKINS STANDARDS AND MEASURES
Introduction and Overview

Background

From September 1990 to October 1991, the Michigan Department of Education, in conjunction with the 29 community colleges, worked extensively on developing and establishing a system of standards and measures. All standards and measures were reviewed by the State Practitioners Committee, the State Board for Public Community and Junior Colleges, the Michigan Community College Data and Evaluation Committee, as well as the State Board of Education which rendered approval in October of 1991. A pilot was conducted at three community colleges.

In October 1992, an Action Plan was required for submission to the Michigan Department of Education by each recipient of Perkins funds. The Action Plan included: (1) the college personnel that would participate on the management team; (2) whether there were any modifications to the statewide system; and (3) the format in which colleges would submit their data.

The 1992-93 academic year was the first year for actual data collection. Community colleges were requested to establish a benchmark which included a minimum of two years of data. The difference between the benchmark and the 1992-93 data would become the basis for requiring a Local Improvement Plan.

However, as education itself is forever evolving, so are Standards and Measures. This is perfectly acceptable, if not expected. As a result of further deliberation, review of the legislation and initial data analyses, it was confirmed that Standards and Measures must be more closely linked to the actual programs in which students are enrolled. Changes to the system have been and will continue to be implemented when necessary and appropriate.

As the Perkins Act dictates, "Each State Board receiving funds under the Act shall develop and implement a statewide system of core standards and measures of performance for secondary, postsecondary, and adult vocational education programs. The system must . . . apply to all programs assisted under the Act . . . "

The major purpose of Standards and Measures is to provide accountability for planning and program improvement. The main focus is upon student academic achievement. By analyzing how students enrolled in programs are doing in their coursework, community colleges will be better able to identify those programs in need of improvement. Ultimately, the actions undertaken by community colleges within the State due to Standards and Measures (Local Improvement Plan) will result in better meeting the needs of students (especially Special Populations). This very much supports the concept of Priority stipulated in the Act. As Sections 115 and 117 of the Perkins Act mandate:

> *". . . measures of learning and competency gains, including student progress in the achievement of basic and more academic skill attainment. . . . one or more of the following: competency attainment, job or work skill attainment . . . placement into additional training or education, military service, or employment; and incentives and adjustments that are designed to encourage service to targeted groups . . ."*

An assumption is made that if students are doing poorly within a particular program, it is the program, itself, that requires improvement. Thus, Standards and Measures become the means by which programs are flagged where students are exhibiting difficulties. While it may be true that poor performance in the classroom is not always directly related to a clearly identifiable problem within a program, Perkins does place an emphasis upon program improvement and funds must, therefore, be driven specifically towards those programs with the greatest need as demonstrated by student academic achievement.

Statewide System

The Perkins Act requires that recipients of Perkins funds annually evaluate the effectiveness of programs based on the statewide system of Standards and Measures, including incentives and adjustments for special populations.

If this option is utilized, a rationale must be provided by the college in the Action Plan.

The major questions requiring answers from the colleges include:

(1) How well are occupational students in [PROGRAM NAME] achieving basic academic competencies?

(1a) How well are special populations students in [PROGRAM NAME] achieving basic academic competencies?

(1b) How well are Single Parent/Displaced Homemaker students in [PROGRAM NAME] achieving basic academic competencies?

(1c) How well are Sex Equity students in [PROGRAM NAME] achieving basic academic competencies?

(2) How well are occupational students in [PROGRAM NAME] attaining advanced academic competencies?

(2a) How well are special populations students in [PROGRAM NAME] attaining advanced academic competencies?

(2b) How well are Single Parent/Displaced Homemaker students in [PROGRAM NAME] attaining advanced academic competencies?

(2c) How well are Sex Equity students in [PROGRAM NAME} attaining advanced academic competencies?

(3) How well are occupational students in [PROGRAM NAME] attaining occupational or work skills?

(3a) How well are special populations students in [PROGRAM NAME] attaining occupational or work skills?

(3b) How well are Single Parent/Displaced Homemaker students in [PROGRAM NAME] attaining occupational or work skills?

(3c) How well are Sex Equity students in [PROGRAM NAME] attaining occupational or work skills?

(4) How well are occupational students in [PROGRAM NAME] attaining non-program competencies?

(4a) How well are Special Populations students in [PROGRAM NAME] attaining non-program competencies?

(4b) How well are Single Parent/Displaced Homemaker students in [PROGRAM NAME] attaining non-program competencies?

(4c) How well are Sex Equity students in [PROGRAM NAME] attaining non-program competencies?

Basic academic skills have been interpreted by community colleges within the State to mean developmental courses, while advanced academic skills refer to general education (including supportive study) courses.

The criteria by which one can measure the degree to which occupational or work skills are being attained by occupational, Special Populations, Single Parent/Displaced Homemaker, and Sex Equity students include:

(a) the percentage of occupational specialty courses completed by occupational, Special Populations, Single Parent/Displaced Homemaker, and Sex Equity students (required);

(b) the percentage of those enrolled who actually receive a degree in a specific occupational program (optional); or

(c) The number of positive placements [i.e. employment, additional education/ training, or military service] (optional).

Each community college must report how occupational mastery is measured for each occupational program. Institutions may assess occupational skills using a sampling of occupational specific enrollments should they decide to also undertake (b) and/or (c) above.

State licensing exams required for employment in specific occupational programs are also acceptable assessments and a student who receives a license should be included as a positive placement.

Long range goals include the possibility of measuring student success against a state average and determining how well students are actually performing in the workplace as a result of their educational training as an indicator of occupational work skill attainment.

PERKINS
STANDARDS AND MEASURES

GENERAL GUIDELINES

PERKINS
STANDARDS AND MEASURES
GENERAL GUIDELINES

The State System of Core Standards and Measures is intended to act as an "early warning" system that flags programs which may require a Local Improvement Plan. The Act itself focuses heavily upon program improvement. The application of Perkins Standards and Measures is an evolving process which requires continuous monitoring, and when appropriate, modifications must be made in order to achieve its intended purpose. Thus, the following guidelines should be followed:

1. Eliminate comparisons of Special Populations students to a special populations cohort in Standard II and Standard III. The success of Special Population, Single Parent/Displaced Homemaker, and Sex Equity students will be compared to the success rate of all occupational students. A Special Populations student will always be a Special Populations student for purposes of analyses and reporting success.

2. Standard III A, occupational specialty courses, is required from all institutions, while Standard IIIB (graduates) and IIIC (positive placement) are optional.

3. The benchmark concept is eliminated and replaced with a rolling college average per Standard. College averages will be determined from raw data for two years of data ("averaging" averages is inappropriate). 1997-98 data will be compared to the college average or to a state average as a basis for comparison.

4. All data will be based upon all those students enrolled in State Board Approved Occupational Programs as well as those enrolled in occupational specialty courses.

5. Results from 1997-98 will be compared against the college average for years 1995-96 and 1996-97.

6. Successful completion is defined as a 2.0 or a grade of C or better. Include those receiving a "Pass" on a "Pass/Fail" basis. Exclude audits.

7. Each year all institutions will submit to the Michigan Department of Education, Community College Services Unit, data depicting the percent of successful completers within each Standard. Data will be submitted in spreadsheet format as provided by the Michigan Department of Education, Community College Services Unit, including specific instructions.

8. All data will be reported at the six digit CIP code level in order to be consistent with other reporting requirements (e.g. follow-up, degrees conferred).

9. It is recognized that some level of variability is normal when assessing success rates. Therefore, programs whose success rate falls at least five percentage points below the college average (within a Standard) are those programs that should be flagged as initially requiring a local improvement plan. Those programs that fall five percentage points or more above the college average should also be looked at in terms of "what they are doing right". This could provide valuable information which could be applied to improving those programs that do not meet the college average.

FIRST, COMPARE THE SUCCESS RATE OF EACH PROGRAM WITH YOUR COLLEGE'S AVERAGE.

10. If all programs fall within the institutional or state average but the institutional state average is considered low (e.g. less than 75%), colleges must flag those programs that are less than 75%. (Meeting the college average when the college average is only 40%, for example, is not sufficient to declare success).

11. The Standards and Measures worksheets due May 1999 will cover program data for the 1997-98 fiscal year.

12. Since community colleges vary greatly throughout the state, both in the type of student that attends as well as the economic conditions of the area served, colleges may still use their own average rather than the state average to measure progress. A comparison against the state average is only recommended.

13. If a program does not attain or make progress towards the college average in regards to the level of success, the State will provide technical assistance and, in a joint effort between the Michigan Department of Education and the college, will develop and implement a plan to achieve the desired outcome.

14. Smaller colleges may wish to eliminate from consideration those programs with less than 5 enrollments while larger colleges may select to disregard programs with less than 10 enrollments.

15. The Special Populations cohort being measured for success are the same group of students as included in the Outcome Measures Final Report for Special Populations. (See definition of Special Population=s)

16. The general education courses measured in Standard #2 are NOT just those considered by colleges as general education requirements, but all courses of a general education nature (e.g. communications, social sciences, English, mathematics, biological and physical sciences, fine arts).

PERKINS
STANDARDS AND MEASURES

THE STATE SYSTEM

STANDARD AREA - BASIC ACADEMIC SKILLS ATTAINMENT

*Measure #1.**
(Required)

The percentage of successful completions in developmental courses by special population students enrolled in [occupational program name] will, at a minimum, equal the percentage of successful completions in developmental courses by all occupational students.

STANDARD AREA - ADVANCED ACADEMIC SKILLS ATTAINMENT

*Measure #2.***
(Required)

The percentage of successful completions in general education courses by students enrolled in [occupational program name] will, at a minimum, equal the percentage of successful completions in general education courses by all occupational students.

Measure #2sp1
(Required)

The percentage of successful completions in general education courses by in [occupational program name] will, at a minimum, equal the percentage of successful completions in general education courses by all occupational students.

An adjustment allowing for the recognition that Special Populations is a separate and unique group from the rest of the occupational student population is the following option: colleges may compare Special Population students to Special Population students as an **additional measure for further analyses. The rationale behind #2sp1 above, however, is based upon the premise that the goal is to have Special Population students at the same, or better, achievement level as all other occupational students.

STANDARD AREA - ATTAINMENT OF OCCUPATIONAL WORK SKILLS

Measure #3.
(Required)

The percentage of successful completions in occupational specialty courses by students enrolled in [occupational program name] shall equal or exceed the percentage of successful completions in occupational specialty courses by all occupational students.

Measure #3sp
(Required)

The percentage of successful completions in occupational specialty courses by Special Population students enrolled in [occupational program name] shall equal or exceed the percentage of successful completions in occupational specialty courses by all occupational students.

Measure #3sp1
(Optional)

The percentage of occupational specialty courses successfully completed by Special Population students enrolled in [occupational program name] shall equal or exceed the institutional success rate for all Special Population students enrolled in such courses.

Measure #3b
(Optional)

The percentage of occupational education students who received a degree in [program name] will equal or exceed the percentage of occupational students who received degrees in all occupational programs.

Measure #3bsp1
(Optional)

The percentage of occupational education Special Populations enrolled students who have received a degree [program name] will equal or exceed the percentage of occupational students who have received degrees in all occupational programs.

Measure #3bsp2
(Optional)

The percentage of occupational education Special Population students enrolled students who have completed [program name] will equal or exceed the percentage of total Special Population students who received degrees in occupational programs.

Measure #3c
(Optional)

The percentage of occupational education students that received a degree in [program name] and who are employed, in additional training and/or education, or military service will exceed the percentage of all occupational program graduates that are either employed, in additional training and/or education, or military service.

Measure #3csp1

(Optional)

The percentage of Special Population students that received degree in [program name] and who are employed, in additional training and/or education, or military service will exceed the percentage of all occupational program graduates that are either employed, in additional training and/or education, or military service.

Measure #3csp2

(Optional)

The percentage of Special Population students that received a degree in [program name] and who are employed, in additional training and/or education, or military service will exceed the percentage of all Special Population graduates that are either employed, in additional training and/or education, or military service.

PERKINS
STANDARDS AND MEASURES

INSTRUCTIONS FOR
COMPLETING THE SPREADSHEETS

INSTRUCTIONS FOR COMPLETING THE PERKINS STANDARDS AND MEASURES SPREADSHEETS

>XX= in the following equals your 2-digit college code

GENERAL OVERVIEW

1. One spreadsheet can be found underr the file name S&MXX_9.exe and is located in Data Collection Spreadsheets Section under Download Documents.

2. Download this file. Each spreadsheet will have 8 worksheets embedded within that will include:.

Standard #1	Basic Academic Skills
Standards #2	Advanced Academic Skills
Standard #3	Occupational Work Skills Attainment
NON_Program	Non-Program
SUMMARY	Summary Spreadsheet
SP/SE_#1	Standard #1 for Single Parent/Sex Equity
SP/SE_#2	Standard #2 for Single Parent/Sex Equity
SP/SE_#3	Standard #3 for Single Parent/Sex Equity

3. Each spreadsheet should be completed using the following instructions and definitions.

4. It is recognized that the numbers reported will reflect a duplicated count since students can be enrolled in more than one course of the same type.

5. The main focus of Standards and Measures is the success of all students enrolled (or have declared an official intent to enroll) in State Board Approved Occupational Programs.

6. Consider both program and non-program information, together, before deciding whether or not to flag a program as possibly requiring a Local Improvement Plan.

CALCULATING THE COLLEGE SUCCESS RATE

1. A separate program success rate (inclusive of years 1995-96 and 1996-97) should be calculated for each course type [Developmental, General Education, and Occupational Specialty] as follows:

   Total Successful Course Completions divided
   by Total Course Enrollments.

2. The periods covered are fiscal years July 1, 1995-June 30, 1996 and July 1, 1996 - June 30, 1997

   Fiscal Year 1995-96: Summer Semester 1995, Fall Semester 1995, Winter Semester 1996, Spring Semester 1996

   Fiscal Year 1996-97: Summer Semester 1996, Fall Semester 1996, Winter Semester 1997, and Spring Semester 1997

3. **Total Course Enrollments** = Total number of "seats filled" in Developmental, General Education or Occupational Specialty Courses by ALL STUDENTS ENROLLED (or declared an official intent to enroll) as of the official count date (1/10 of semester) for years 1995-96 and 1996-97.

   Pull all records as of the official count date for each semester and add total enrollments together.

Example:

Term	# Courses Enrollments in General Education Courses by Occupational Students
Summer 1995	2,000
Fall 1995	10,000
Winter 1996	15,000
Spring 1996	8,000
Summer 1996	1,500
Fall 1996	12,000
Winter 1997	15,000
Spring 1997	10,000
TOTAL ENROLLMENTS	73,500

4. **Successful completions** = Total Number of 2.0's , "P"s, or C's received in General Education Courses by students enrolled in a State Board Approved Occupational Program. (This data would come from your after grades tape).

Example:

Term	# of 2.0's, C's, and P's received by Occupational Students in General Education Courses
Summer 1995	1,000
Fall 1995	5,500
Winter 1996	7,200
Spring 1996	6,000
Summer 1996	1,000
Fall 1996	11,000
Winter 1997	10,000
Spring 1997	8,000
TOTAL SUCCESSFUL COMPLETIONS	49,700

5. **COLLEGE SUCCESS RATE = # of Successful Completions divided by Total Course Enrollments**

= 49,700 / 73,500 = .68

This number should be entered in cell E7 as a decimal (e.g. 68% = .68).

ENTERING DATA BY PROGRAM

Follow the same procedures when completing each of the spreadsheets.

1. The time period for reporting program data is 1997-98.

2. Enter the number of seats filled in [developmental, general education, and occupational specialty] courses by students enrolled in the corresponding State Board Approved Occupational Program (or have declared an official intent to enter that program) for fiscal year 1997-98.

3. Students that withdrew after the official count date would be included.

4. Occupational Students - total seats filled in [developmental, general education, and occupational specialty] courses by students enrolled in State Board Approved Occupational MINUS Special Populations Students.

5. Enter the number of seats filled in [developmental, general education, and occupational specialty] courses by Special Populations students enrolled in the corresponding State Board Approved Occupational Program. (The 1997-98 Special Populations students being measured for success are the same students that were reported in the Outcome Measures Final Report for 1997-98.)

   Special Populations Students are analyzed separately and are defined in Section 14.0 of the *Dean's Guide*.

6. Enter the number of 2.0's, C's, and "P"'s or better received in [developmental, general education, and occupational specialty] courses by students enrolled in (or who have declared an official intent to enroll) a State Board Approved Occupational Program.

   Withdrawals and Incompletes are non-successes.

7. Enter the number of 2.0's or better and "P"s received in [developmental, general education, and occupational specialty] courses by Special Populations students enrolled in (or have declared an official intent to enroll) in a State Board Approved Occupational Program.

   Withdrawals and Incompletes are non-successes.

8. The percent success (# Successful Course Completions divided by Total Course Enrollments) for Special Populations Students and the remaining Total Occupational student population will be automatically calculated.

9. Five (0.05) percentage points will be added to the % Success for each population within a program and compared against the College Success Rate in Cell E7.

10. If the % Success for the occupational student population within a program is less than the college success rate by 5 or more percentage points, "CHECK" will automatically appear in the FlagO field. If the % Success for special populations students is less than 5 percentage points or more from the college success rate than "check" will appear in the FlagSP field. If it is equal to or greater than the college success rate an "OK" appears in the Flag field.

11. All programs with a "CHECK" in the Flag field are those that should initially be considered as the focus of a Local Improvement Plan.

NOTE: *The OCC_XX.XLS spreadsheet attempts to measure how well students are doing in occupational specialty courses. It does not require a one-to-one match between such courses and the student's major.*

Thus, it is recognized that some of the occupational specialty courses taken by students may fall outside of the students major (e.g., a Business major may have taken Business Courses as well as a Welding Course). Therefore, one cannot necessarily draw a relationship between the success of specific occupational specialty courses and a student's major. The information gained, however, can be very useful in measuring the success of Occupational students in occupational specialty courses.

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Definitions

Occupational Student -

Any student who has formally enrolled in a State Board of Education-approved occupational program as identified by CIP code (Dean's Guide, Section 10.2)

or

Any student who has declared an intent or commitment through a career assessment to formally enroll in a State Board of Education-approved occupational program as identified by CIP code,

or

A student who has enrolled in a general occupational course, apprenticeship related instruction (ACS codes 1.2, 1.3., or 1.4) for the purpose of job training, or an occupational specialty course (though not in a State Board of Education Approved Occupational Program).

College Success Rate -

The percentage of students enrolled in State Board Approved Occupational Programs who successfully completed developmental, general education (including supportive student courses), and/or occupational specialty courses. This will be a rolling success rate and determined by summing two years of data. When updated, the most current year is added and the oldest year is dropped (e.g. the college average by which to compare 1997-98 data would include the years 1995-96 and 1996-97, dropping 1994-95).

Successful Completion -

A 2.0 or better on a 4.0 scale or a C on an A-E scale. Also includes "Pass" for those courses evaluated on a "Pass/Fail" basis. EXCLUDES Withdrawals, and Incompletes.

Developmental Courses -

Those courses that teach academically underprepared students the skills they need to succeed in college level courses. These courses provide learning strategies designed to improve or overcome any marked deficiency in basic competencies, including a deficiency in content previously taught but not learned. (Refer to Dean's Guide Section 4.0)

Includes those courses coded under the 1.50 Activity in your Activity Classification Structure. *(Standard #1 - DEV_XX.XLS Spreadsheet)*

General Education Courses -

Courses that consist primarily of English, mathematics, biological and physical sciences, social sciences, fine arts and communication.

Includes those courses with an ACS code of 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, and 1.17
(Standard #2 - ADV_XX.XLS Spreadsheet)

Occupational Specialty Courses -

Courses designed to develop student competencies for a specific occupation. Such competencies include knowledge and skills regarding techniques, applications, procedures, materials, processes, and operations indigenous to the occupation.

Such courses have been assigned ACS codes of 1.21-1.26 (Business), 1.31-1.37 (Trades), or 1.41-146 (Health). These courses have previously been more commonly referred to as "Y" courses on your ACS Taxonomy. *(Standard #3 - OCC_XX.XLS Spreadsheet)*

Special Populations Students -

A Special Populations cohort are those students identified under the criteria in Section 14, "Special Populations", of the *Dean's Guide* and who were included in the college's formal Special Populations Outcome Measures Final Report.

COMPLETING THE SUMMARY DATA SHEET

For each program, enter a '1' (numeric one) under the appropriate column(s) where the % success did not meet the college success rate. (All those flagged with a 'CHECK' from the three detailed spreadsheets.) The total will automatically be calculated. Those programs with the greatest total should initially be cited as requiring local improvement plans.

While every effort has been made to ensure accuracy, a State Board Approved Occupational Program may have been omitted from your spreadsheet. If this happens, please insert it into the spreadsheet, following the CIP code order. Each CIP code should be listed ONLY ONCE. If you find a duplicate, please delete it from your list.

Notify Rhonda Burke of any omissions and/or changes so that the necessary modifications can be made to your Program Inventory. She can be reached by calling (517-335-0402) or by sending her a message via E-mail at BURKERP@state.mi.us.

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